

Texas Education Agency
Standard Application System (SAS)

2016-2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2016 MAR 29 PM 12:38 Document Control Center Grade 4-14-14-14-14 </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact Information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Boys & Girls Clubs of El Paso			
Vendor ID #	ESC Region #	DUNS #	
32011525600	19	074857491	
Mailing address	City	State	ZIP Code
801 S. Florence St.	El Paso	TX	79901-2925
Primary Contact			
First name	M.I.	Last name	Title
Joseph	P.	Villescas	Chief Executive Officer
Telephone #	Email address		FAX #
915-532-7410	jvillescas@bgcelpaso.org		N/A
Secondary Contact			
First name	M.I.	Last name	Title
William	W.	Smith	Senior Grant Writer
Telephone #	Email address		FAX #
915-532-7410	wsmith@bgcelpaso.org		N/A

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Joseph	P.	Villescas	Chief Executive Officer
Telephone #	Email address		FAX #
915-532-7410	jvillescas@bgcelpaso.org		N/A
Signature (blue ink preferred)	Date signed		


 Only the legally responsible party may sign this application.

701-16-102-132

Schedule #1—General Information (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): September 1, 2016

End date (MM/DD): August 31, 2017

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):


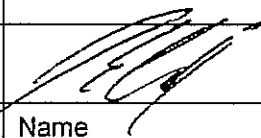
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	Boys & Girls Clubs of El Paso	Joseph Villescascas, Ph.D	915-532-7410	\$1,775,665
	Boys & Girls Clubs of El Paso		jvillescascas@bgcelpaso.org	
Member Districts				
2.	El Paso County – El Paso ISD	Juan Cabrera	(915) 230-2577	\$1,775,665
	El Paso County – El Paso ISD		superintendent@episd.org	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
For TEA Use Only				
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Via telephone/fax/email (circle as appropriate)			By TEA staff person:	

	County-District Name		Email address	
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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Boys & Girls Club of El Paso (BGCEP) Academic Success ACE Alliance is built on the proven Texas Education Agency (TEA) dropout prevention model Texas AIM (www.tea.state.tx.us) which utilizes the historic strengths of the organizations of the Boys & Girls Clubs and Sylvan Learning Centers, along with cooperation of LEAs (schools and districts) to help students make gains in targeted academic areas. In Phase I TEA funded thirty (30) pilot sites throughout the State of Texas to implement this innovative strategy with each site serving at least 100 youth. These personal wrap around services yielded outstanding results with 88% of youth passing the TAKS and nearly all 2000 students achieving on-time grade promotion state wide. In Phase II during the second biennium of funding, 75% of students saw one full grade advance in core subjects targeted for the intervention. To date, over 5,000 of the hardest to serve students have been served. Now, BGCEP through their Academic Success ACE Alliance will expand the model to ten schools served by the El Paso Independent School District to provide 1,250 of the areas most at risk students with quality afterschool programming. The program will target minority at-risk youth through Boys & Girls Clubs youth development strategies that meet TEA's 21st Century goals, objectives and emphases and close the minority achievement gap, thereby improving graduation rates among minority students. The BGCEP Academic Success ACE Alliance of schools and community based organizations will facilitate positive student outcomes and strengthen family literacy. The key to Alliance success is the proven Response to Intervention model by Sylvan certified instructors. Response-to- Intervention has received considerable attention from professional education organizations and researchers (Batsche & Curtis, 2007; Cassidy & Cassidy, 2007; Horowitz, 2005; International Reading Association, 2007; National Center for Learning Disabilities, 2007). The hallmark of Alliance success is mentoring tutors and tutoring mentors, meaning Sylvan Learning staff trains BGCEP staff to act as paraprofessionals or tutors in skills gap remediation and/or credit recovery and BGCEP trains Sylvan Learning tutors to engage youth in "mentoring conversations on topics of meaning." Academic success and mentoring research demonstrates that youth who experienced a positive adult relationship in moments of crisis do not succumb to negative behavior of at-risk environments or circumstances. In other words, mentors and tutors standing in the gap for youth is the single most protective factor against at-risk behavior (Reagan-Porras, 2013).

Project Rationale in Response to Needs Assessment: Texas AIM has been proven successful with English as a Second Language (ELL) students and economically disadvantaged populations. The BGCEP Academic Success ACE Alliance chose the schools below for targeted intervention for their high ELL and economic disadvantaged populations, given their proximity to distressed neighborhoods. Distressed neighborhoods were defined as a high score between 7 and 10 (with 10 as most distressed) on a scale of 1 to 10 of the SMART System. The SMART System combines poverty rate, crime rate and other factors to indicate distress. Elementary and Middle Schools were chosen as intervention sites because of the ability to affect change with the cumulative dropout rate.

School	Burleson Elem.	Cooley Elem.	Crosby Elem.	Schuster Elem.	Bassett Middle	Henderson Middle	Magoffin Middle	Morehead Middle	Johnson Elem.	Rusk Elem.
District	EPISD	EPISD	EPISD	EPISD	EPISD	EPISD	EPISD	EPISD	EPISD	EPISD
ELL%	74.5	69.9	29.2	27.5	24.4	40.6	20.3	23.2	62.3	53.8
Eco Dis %	95.8	92.9	92	89.2	88.4	96.3	95	81	91.2	97
SMART score	10	10	10	10	10	10	10	10	10	9

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

BGCEP Academic Success ACE Alliance objectives:

1. Certified Alliance instructors trained by Sylvan for small group instruction and tutoring will serve at least 120 students per site according to their individual needs, determined by evaluation
2. Participating students will meet or exceed growth scale value for one academic school year given 90% attendance based on initial placement
3. Improve school performance, attitude and attendance of 90% of targeted youth
4. Monitor and discourage new juvenile justice system involvement in 99% of the targeted youth one year after intake through the use of evidence-based prevention curricula with trained youth development professionals
5. Parent support and educational services will be provided to 50 family members per site

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$890,911	\$50,655	\$941,565
Schedule #8	Professional and Contracted Services (6200)	6200	\$562,500	\$24,000	\$586,500
Schedule #9	Supplies and Materials (6300)	6300	\$148,000	\$8,300	\$156,300
Schedule #10	Other Operating Costs (6400)	6400	\$6,300	\$0	\$6,300
Schedule #11	Capital Outlay (6600)	6600	\$85,000	\$0	\$85,000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,692,711	\$82,955	\$1,775,665
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,692,711	\$82,955	\$1,775,665

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,775,665
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$88,783

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 32011525600		Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
Academic/Instructional			
1	Instructors	20	\$57,200
2	Educational aide		\$
3	Tutor Power Hour/Sylvan AIM support	10	\$66,300
Program Management and Administration			
4	Project Director (required)	1	\$47,840
5	Site coordinator (required)	10	\$128,700
6	Family Engagement Specialist (required)	2	\$35,360
7	Secretary/administrative assistant		\$
8	Data entry clerk (20 hours per week at each site)	10	\$46,800
9	Grant accountant/bookkeeper	1	\$15,600
10	Evaluator/evaluation specialist		\$
11	Chief Executive Officer		1 \$18,127
12	Office Manager		1 \$8,840
Auxiliary			
11	Counselor		\$
12	Social worker		\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13	ESC specialist/consultant		\$
14	ESC coordinator/manager/supervisor		\$
15	ESC support staff		\$
16	ESC other		\$
17	ESC other		\$
18	ESC other		\$
Other Employee Positions			
19	SMART Moves Prevention Youth Development Professional	20	\$176,800
20	Triple Play Youth Development Specialists	30	\$265,200
21	Volunteers in Specialty Areas – No Cost		\$
22	Subtotal employee costs:		\$866,767
Substitute, Extra-Duty Pay, Benefits Costs			
23	6112 Substitute pay		\$
24	6119 Professional staff extra-duty pay		\$
25	6121 Support staff extra-duty pay		\$
26	6140 Employee benefits (fringe benefits at 19% of Full-time staff and FICA for Part-time staff)		\$74,798
27	61XX Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs		\$
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$941,565

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 32011525600		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Independent Evaluation Services. Site-level program evaluation as required by the grant	\$24,000
2.	Sylvan Learning Center. Provides targeted interventions for Response to Intervention Model to be served in core subjects such as math, reading and writing.	\$562,500
3		
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$586,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		
(Sum of lines a, b, and c) Grand total		\$586,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 32011525600		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	<p>Total supplies and materials that do not require specific approval: Desk top Computer and Printer for Site Coordinators: 10 sites @ \$1,100 ea.; desktop computer for Program Director, Family Engagement Specialist and Administrative Assistant/Bookkeeper, \$600 ea X 3 positions; Printer to be shared by Program Director, Family Engagement Specialist and Administrative Assistant/Bookkeeper, \$500; Wireless routers to be placed at each site to ensure connectivity and security for students accessing on-line e-books and supplemental instruction: \$850. Technology software not capitalized: \$25,830</p> <p>Remaining 6500: Supplies and materials that do not require specific approval: Grantee level supplies, general office supplies, family engagement, student activities such as robotics, SMART Moves, Let's Move! Triple Play programs: \$116,350</p>	\$156,330
Grand total:		\$156,330

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 32011525600		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$6,300
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$6,300

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 32011525600		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	iPad mini – Class sets for Book Adventure. Digital reading programs and some parental activities under 21 st CCLC	10 sets of 20	\$7,500	\$75,000
3	Interactive eBooks for 21 st CCLC activities	Books per site	\$1,000	\$10,000
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$85,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	27	2.18%	Attendance rate	96%
Hispanic	1,148	91.85%	Annual dropout rate (Gr 9-12)	DNA%
White	56	4.46%	Students taking the ACT and/or SAT	DNA%
Asian	6	.46%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	1,109	88.75%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	506	40.45%	Students classified as "at risk" per Texas Education Code §29.081(d)	71.82%
Disciplinary placements	56	4.49%		

Comments

Click and type here to enter response.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	10	2.56%	No degree	0	0%
Hispanic	298	78.64%	Bachelor's degree	287	75.79%
White	66	17.47%	Master's degree	90	23.68%
Asian	2	.5%	Doctorate	2	.5%
1-5 years exp.	90	23.80%	Avg. salary, 1-5 years exp.	44,546	N/A
6-10 years exp.	88	23.11%	Avg. salary, 6-10 years exp.	48,004	N/A
11-20 years exp.	119	31.48%	Avg. salary, 11-20 years exp.	51,201	N/A
Over 20 years exp.	66	17.44%	Avg. salary, over 20 years exp.	57,664	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public			146	146	146	146	146	173	173	174					1,250
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:			146	146	146	146	146	173	173	174					1,250

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Schedule #13—Needs Assessment

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGCEP utilized a variety of data sources to develop the needs assessment including Census and SMART System, a demographic database operated by the Office of Juvenile Justice and Gang Prevention and previous stakeholder assessments. Surveys were sent out to El Paso Independent School System stakeholders to assess the level of existing services to youth and families and areas where services are needed. BGCEP also conducted a series of meetings with the El Paso Independent School District Superintendent and other personnel to determine elementary and middle school sites most in need of 21st CCLC resources. Low academic performance as documented by STARR reports and high economically disadvantaged student populations were the two primary criteria when considering schools most in need. BGCEP staff reviewed 2015-2016 Texas Academic Performance Reports for each of the ten El Paso ISD schools that documented academic performance, percentage of ELL student populations and economically disadvantaged populations. A survey instrument exploring questions about community services available to reinforce positive outcomes among students and their families and services that are lacking in these communities was sent to El Paso Independent School District stakeholders. The purpose of these surveys was to identify: additional needs in the student population, gaps in available resources in communities served by the proposed centers, proposed services and activities that can address the identified needs.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	Strategy: Sylvan ACE-IT Response To Intervention (Math/ ELA) <i>Proven Texas AIM dropout prevention model</i> Sylvan Academic Camps using small group instruction (Featuring: Fractions, Multiplication, Writing) <i>Part of the proven Texas AIM dropout prevention model</i> ; BGC Power Hour (supplemental ed plus homework help - <i>Part of the proven Texas AIM dropout prevention model</i> Strategy
2.	Improve Attendance	Mentoring (one to one and group mentoring) <i>Proven part of Texas AIM – BGCEP</i> -Increase school engagement scale through team involvement with the evidenced based <i>Boys & Girls Club Experience</i> approach - <i>Proven part of Texas AIM</i>
3.	Improve Behavior	-Evidenced based, behavioral prevention program, DOJ awarded model for prevention of at risk behavior in youth, Boys & Girls Club curriculum, SMART Moves and SMART Leaders. (Skills Mastery And Resiliency Training.) <i>New to BGCEPACE: Service Learning Approach with BGCEP Torch Club and Keystone Club (service club).</i>
4.	Improve Promotion Rates	-Improve Adult Education levels by improving Family Literacy rates with local partner; <i>New to BGCEPACE</i> -Intentional tracking of attendants. Grades and school behavior with Power Hour Tutoring - a <i>Proven part of Texas AIM</i>
5.	Improve Graduation Rates	-BGC Goals for Graduation Program; proven success by setting measureable annual goals to graduation with a national graduation rate of 90%. (Links to individual graduation plans conducted by the districts.) <i>New to BGCEPACE</i> -Career Launch - Career exploration; <i>New to BGCEPACE</i> -BGC Family Plus Pro11ram - <i>Proven part of Texas AIM</i>

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Schedule #14—Management Plan

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Must be a certified teacher and have a Master's in education; youth development with Boys & Girls Clubs or similar organization preferred but not required. Position is full-time. Experience directing a 21 st CCLC project is preferred
2.	Site Coordinator(s)	Site coordinators must have supervisory experience in a youth development setting. Bachelor's degree in education or social science is preferred. Must be bilingual.
3.	Family Engagement Specialist	Must have supervisory experience and experience working with families; Bachelor's degree required, Bachelor in Social Work (BSW) degree preferred. Must be bilingual.
4.	Evaluator	Must have a Masters or Doctorate in education or social sciences. Must have experience evaluating federal or state funded programs; evaluation experience mandatory.
5.	Other	

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide Sylvan instruction to 120 students per site	1. Recruit 20 instructors to conduct Sylvan classes	08/01/2016	08/15/2016
		2. Train instructors to provide Sylvan instruction	08/15/2016	09/01/2016
		3. Recruit children for Sylvan classes	01/01/2016	01/01/2017
		4. Complete 12 classes at each elementary school	09/01/2016	07/15/2017
		5. Complete 13 classes at each middle school	09/01/2016	07/15/2017
2.	Students will meet or exceed growth scale value for one school year given 90% attendance	1. Register 120 children for each elementary school	08/25/2016	01/01/2017
		2. Register 130 children for each middle school	08/25/2016	01/01/2017
		3. Collect previous year STARR test results	09/01/2016	01/15/2017
		4. Collect current year STARR test results	03/15/2017	04/15/2017
		5. Analyze results	04/15/2017	05/15/2017
3.	Improve school performance of 90% of targeted youth	1. Collect grades of participating youth	06/15/2017	07/01/2017
		2. Youth complete BGCA outcomes survey	03/01/2017	03/31/2017
		3. Collect attendance records of participating youth	06/10/2017	07/01/2017
		4. Complete data analysis	07/01/2017	07/15/2017
		5.		
4.	No new juvenile justice system involvement in 99% of youth	1. Hire SMART Moves Youth Development Specialists	08/01/2016	08/15/2016
		2. SMART Moves and mentoring training complete	08/15/2016	09/01/2016
		3. All youth receive group mentoring and prevention	09/01/2016	07/15/2017
		4. Complete data collection	06/01/2017	06/15/2017
		5. Complete data analysis	06/15/2017	07/01/2017
5.	Educational services to 50 family members per site	1. Hire Family Engagement Specialists	08/01/2016	08/15/2016
		2. Recruit 50 family members per site	08/15/2016	12/31/2016
		3. Complete assessments of family members	08/15/2016	12/31/2016
		4. Establish MOUs with 15 community providers	08/15/2016	12/31/2016
		5. Provide services to 50 family members per site	09/01/2016	07/01/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the initial planning meetings for the development of this grant a partnership was formed to include the El Paso Independent School District, the BGCEP and the Sylvan Learning Center. Partnerships are key to service delivery and to the benefit of academic success and overall youth development. By centering the hub of leadership facilitation and fiscal agency in a community based organization, the local education agencies involved have inherently acknowledged that learning center activities are best served when the community leads them. An afterschool task force will be developed to ensure the success of the program at the centers provide academic enrichment and services needed to help students meet academic standards and graduate college and/or be workforce ready. The BGCEP Academic Success ACE Alliance will develop the strategic plan at two different forums and collect survey data soliciting community input. This strategic plan will use the ACE PRIME Resource: *Texas ACE strategy development worksheet* will be used as a guide to outline the needs expressed by the campus and community and the ways these needs can be met through community investment.

Day to day responsiveness to participant feedback and the need for continuous improvement is vital for a successful program. The following data will be collected and reviewed regularly with the Project Director and the Independent Evaluator. Data collection means and timelines will be established with the independent evaluator at the onset of the program for maximum use in the continuous feedback and improvement cycle. Data sets will include but not be limited to the TEA ACE PRIME's Critical Success Factors of 1) student and family engagement levels 2) the level of school involvement participants are demonstrating, 3) current assessment data, 4) and the impact professional development is having in services, evaluation data and outcomes.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

El Paso Independent School District provides programs at some El Paso ISD schools that have a similar focus to BGCEP 21st CCLC objectives, such as tutoring and ESL and computer training. The Family Engagement Specialists will coordinate with school-based providers already in place as well as with school social workers to avoid duplication of services at schools where these services are offered, and to expand services into schools where needed, based on assessment results conducted by BGCEP. BGCEP will cultivate and develop relationships with community service providers to build sustainability, ensuring that services can continue at EPISD school sites over the long-term. BGCEP has a long-term partnership already in place with Sylvan Learning Center, developed over the last seven years through working together each year with the TXAIM program. The TXAIM program provides free Sylvan services to over 100 BGCEP youth each year. BGCEP has a long history of collaboration, which is one of our primary strategies for program delivery. We have strong partnerships with multiple community providers, and rely on these partnerships to implement specialized grant programs. There are several MOUS with service providers already in place. BGCEP will engage some of these providers by including them in the Steering Committee, investing them in long-term support of the project. Additional grant opportunities may also arise as a result of these partnerships which would also enhance sustainability.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Tracking grades, promotion rates, student attitude about education, attendance	1.	Positive change in grades, on-time grade promotion
		2.	Positive responses to BGCA National Outcomes Initiative
		3.	Increase in level of attendance
2.	Measuring increase in resiliency	1.	Positive change in SMART Moves pre and posttest measures
		2.	Avoidance of juvenile justice involvement
		3.	Decrease in behavior reports indicating anti-social behavior
3.	Measure of efficacy of afterschool interventions on growth scale value	1.	Higher STAAR test results among test schools compared to control school
		2.	group
		3.	
4.	Qualitative measures on effectiveness of program techniques/components	1.	Positive staff, parent and student responses to observation instruments
		2.	And questionnaires
		3.	
5.	Monitoring program quality	1.	Responses among focus group participants, including staff, parents and
		2.	students
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGCEP will assess: improvement in academic achievement, attendance, promotion rates and graduation rates and behavior to include a measure of decrease in behavior reports and an increase in resiliency as measured by using the SMART Moves Series pre and posttests by BGCA. In order to effectively monitor program services and in order to identify areas needing expansion and/or modification, information about the degree and quality of training and the implementation efforts will be gathered. A quasi-experimental approach will be used to determine the extent to which the implemented after school methodologies have an impact on student achievement. Comparison of measurements will be conducted to find whether differences exist between project schools and non-project control schools. State standardized test data and TEA AEIS campus results will be analyzed. Qualitative information will be gathered to measure (1) the level of implementation, and (2) the perception of staff, students and parents as to the effectiveness of program techniques/components. Observation instruments and questionnaires specially designed to measure these phenomena will be designed based on research-based approaches. STAAR test data for academic achievement in all tested areas for project and non-project students in grades 3 - 8 will be collected for the 2015-2016 school year as baseline data. SPSS 20.0 statistical software and IBM Modeler (Clementine) will be used for data manipulation and to produce several analytical procedures that will be used in the presentation of evaluation data. These include oft-test, ANOVE, regression, hierarchical clustering, and non-parametric test which increase the integrity and validity of results. The General Linear Model will be used for repeated measures after several years of data are collected. Program impact (outcome) data will be tabulated, analyzed, and summarized. At the end of the project year, after all the necessary data are collected, analyzed, appropriately formatted, and summarized, a comprehensive written report will be prepared for dissemination to all appropriate stake holders. The report will include (1) the project's nature and its stated goals, (2) purpose of the evaluation and its guiding questions, (3) a thorough summary of findings, (4) a set of conclusions based on actual findings, and (5) recommendations, as necessary. A Steering Committee comprised of stakeholders will make recommendations for program changes based on results highlighted in the report.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strategic Program Implementation by sample rotations of 45 minutes: After-school homework assistance Power Hour and/or specialized tutoring for skills gap remediation with our partner Sylvan Learning Center; Recreation which includes BGCA Fitness Programming called Triple Play (organized fitness games) and Healthy Habits (nutrition education). Smart Moves (at risk prevention curriculum that is developmentally age specific) includes a pre and post test; Career Exploration - BGCA Computer formatted programming Career Launch, Money Matters and Club Tech. Since all the sites are located on school campuses, it is logical that the majority of the youth and/or teens accessing the services will come from the school/ campus on site. Transition time for program rotations will occur from various parts of campuses after school such as gymnasium, playground, computer lab and regular classrooms. Therefore, transportation to and from after school services will be conducted as part of the regular school wide transportation services in buses and or walking monitors if children walk to schools. Intersections near schools have crossing guards and will be utilized for after school as well. *Collaboration district transportation services are offered at no cost to students and families.* Late buses for services will be donated in kind by the district since most campuses have an athletics bus that takes students home. These buses will also transport 21st CCLC youth and teens. **Safe Travel** - Since these are all centers located at school sites, the centers will capitalize on the safe passage to and from activities provided by the school campuses involved. In most cases this will mean safe school bus transportation. For those students walking to and from school, the partners will ensure that crossing guards are provided at school at neighborhood intersections. All transportation will follow the safety guidelines laid out in the **ACE PRIME Resource: Safely Self-Assessment.**

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGCEP strives to meet students where they are at. Because we work to provide positive programming that students find both engaging and relevant, they access our services eagerly. We service a number of youth and teens through our various sites within the city. This gives us the opportunity to build a community with students and parents beyond what would be available through the school district alone. Along with face to face contact, BGCEP also utilizes a variety of other media, such as print, web-based, social media, radio, and television to build stronger relationships with the community and gain support for our programming. Our club registrations, both in person and online, provide an excellent opportunity to communicate with our community and provide registration opportunities for 21st CCLC programming as well. The BGCEP has a number of positive relationships and utilizes this network to circulate information about our programs and any new opportunities to the community. Along with this network we will make personal phone calls and home visits to parents to guarantee that they are aware of our 21st CCLC program.

Our partners can also market program services and build strong community support for the program by hosting activities, distributing bilingual brochures (in English and Spanish), attract local media attention and facilitating site visits for key community stakeholders. Our face to face registration and web registration at www.bgcel Paso.org will afford an opportunity to share news and registration opportunities for 21st CCLC programming as well. We have found that nothing works better to recruit more students and parents to programs than simple word of mouth. "Youth vote with their feet." Because BGCEP provides positive mentoring relationships and engaging programming that makes learning fun we anticipate it will motivate youth to attend regularly.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Independent evaluation by Private Ventures finds that Boys & Girls Clubs of America youth development strategies demonstrate nationally that 90% of club members graduate from high school. When additional academic assistance is required for those most at risk students, including LEP students, the BGCEP Academic Success ACE Alliance will engage partner Sylvan Learning Center's ACE-IT program services. ACE-IT is not only TEA approved as a supplemental education provider but more importantly has more than 30 years as an evidenced based curriculum. An independent study recently found that Sylvan ACE-IT program services when utilized with LEP students achieves significant GPA improvement in core subjects with 90% attendance. In addition, the school based mentoring initiative of the U.S. Dept. of Education recognized what the Boys & Girls Club and many other community based initiatives such as partner Communities in Schools have practiced for years. Relationships with caring adults can drastically change the lives of students for the better. The U.S. Dept. of Education has found that quality relationships with trained mentors lasting for more than a year along with child directed activities can lead to a more positive attitude towards school and increase school attendance and performance. Because these positive relationships have proven to be so influential, the entire framework of service in the BGCEP Academic Success ACE Program is based on mentoring. Early participants with this Alliance strategy have displayed encouraging credit recovery and academic advancement. The partnership between BGCEP, school districts and Sylvan Learning is utilizing this strategy and receiving initial reports of success. Reports show that 90% of participants are demonstrating academic advancement with a decrease in discipline referrals as well as an increase in school attendance. Also, classroom teachers report higher confidence in the classroom as a result of comprehensive 21st CCLC services. Important to the BGCEP –Academic Success ACE design is the fact that Sylvan will recruit instructors to conduct Sylvan Learning classes. These instructors will be trained in the Sylvan small group instruction model and be familiar with students' needs. This is yet another way high quality programming will be facilitated.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partner district, El Paso ISD, currently offers school-wide Title I program to all of their students. Under Section 1114 schools can consolidate Title I and other federal, state, and local funds in order to upgrade their entire educational program. The districts provide Title I district-wide programs to all, also enabling the Boys and Girls Club to provide services to all students at the targeted campuses. Targeted students are required to have a consent form signed by their parent(s) to participate in the CCLC program. Supplement not Supplant Statement - The Youth First After School Alliance is committed to cooperate with other LEA funding to supplement but not supplant existing funding for the academic growth of at risk youth. TEA 21st CLC funding will be utilized as mandated to facilitate after school programs that enhance and reinforce day time school activities.

Leveraged resources – The El Paso ISD is providing facility and overhead costs to the site for 120 students each. These amounts total more than \$300,000. Sylvan Learning El Paso has shared in kind contributions totaling at least \$50,000 through the Texas AIM pilot program since BGCEP was one of the original Texas AIM sites. They will do the same for the BGCEP Academic Success ACE Alliance. Additionally, the resources of other collaborators through volunteer hours contributed can be evaluated at \$22 an hour according to Texas Department of Health and Human Services. Collaborators include but are not limited to: University of Texas at El Paso Departments: 1) Chemistry & Engineering Departments to provide Science Technology, Engineering and Math workshops, 2) Hispanic Health Disparities Research Center provides public health interns to provide programs and assist with surveys and research 3) . Workforce Solutions of the Upper Rio Grande provides employment assistance and job ready and training programs for adults and youth. 4) El Paso County Department of Mental Health Support Services provides mental health services for adults and youth. San Jacinto Adult Learning Center provides GED, ESL and Basic computer classes for adults. FBI El Paso – provides career exploration and cyber safety program to BGCEP youth. First Tee of El Paso — can offer golf classes for youth.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The BGCEP Academic Partnership specializes in outreach to *at risk* youth. Community surveys were conducted with stakeholders at participating schools and utilized information from previously held focus groups. They revealed that a comprehensive strategic plan would be key to addressing family educational needs in an area characterized by growing urbanization and a primarily disadvantaged Hispanic population by further developing and implementing academic enrichment and cultural enhancement.

i.) The Needs Assessment revealed: a.) School Districts, City Government and Community Based Organizations have historically lacked the resources and coordination needed to overcome the immense social and learning barriers in their communities. b.) increased support is needed to bridge these barriers and improve academic development. Minority passing rates on standardized tests were 10%-15% lower those of Anglo students. Our target campuses, chosen precisely for their demographics have 98% minority students, over 90% economically disadvantaged students and high English Language Learners (formerly LEP) student population and are located in some of the most distressed neighborhoods in El Paso (U.S. Department of Justice's SMART System).

ii.) Performance measures include STAAR and TAKS scores, national standardized tests and GPA progress in core subjects ensures consistent progress through recognized targets of achievement. The El Paso AIM Collaborative with Sylvan Learning is a TEA approved supplemental education service with a 35 year track record serving pre-kinder through adults. Sylvan has obtained accreditation from both the Commission on Trans-Regional and International Accreditation (CITA) and the Southern Association of Colleges and Schools (SACS). This ensures that the highest quality standards are upheld. Research-based Academic Success: The Sylvan programs are based on a Response to Intervention model and has the recommendation of The National Council of Teachers of Mathematics and National Reading Panel. Recently The National Mathematics Advisory Panel final report found average academic growth for in-center programs is greater than 1 year in 36 hours of instruction with a 90% attendance/ participation rate.

iii.) The BGCEP evaluator with assistance of data entry clerks will collect local data such as State standardized test data and TEA AEIS campus results, which will be analyzed as part of the continuous assessment and local program evaluation. BGCEP staff will coordinate closely with EPISD to access the data in a timely manner.

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County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

BGCEP Academic Success ACE Alliance is a bold partnership designed to extend across the El Paso Independent School district, targeting some of the most distressed neighborhoods in El Paso.

The partners of the BGCEP Academic Success ACE Alliance are partnering together to meet ACE objectives and have chosen the BGCEP as the most logical partner to act as fiscal agent. BGCEP engaged the El Paso Independent School District about the need for 21st CCLC services, which recognized the impact these services would bring to its communities. Traditionally Boys & Girls Clubs are located in the most distressed communities across America because the U.S. Department of Justice, OJJDP has documented that when a Boys & Girls Club is built in a neighborhood, juvenile crime within a two mile radius goes down. Because of the gang and border violence threatening El Paso, Boys & Girls Clubs locations are in distressed neighborhoods according to the U.S. Dept. of Justice SMART System. The schools and adjunct sites are located in the neighborhoods where kids need us most as evidenced by crime rate and poverty rate and receiving high scores on the SMART System indicating distress.

BGCEP reached out to Sylvan Learning Center because of our long history of partnership through implementation of the TXAIM grant. Since 2009 BGCEP and Sylvan have partnered to bring Sylvan Learning services at no cost to over 120 children and youth each year. This partnership has highly impacted academic outcomes among our youth, especially English Language Learners, which comprise a high proportion of overall BGCEP youth.

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

El Paso County has a population of 833,487 with an 82% Latino population. Over twenty six percent (26.5%) are foreign born which has an influence over the number of English Language Learners (ELL) population in schools. There is a high level of poverty. In one of our principal target communities, zip code 79905, 43.6% of individuals live below the poverty level. The median income is only \$19,637, well below the Texas median income of \$52,576 (2010 U.S. Census).

El Paso's community and economy have continued to grow assisted by considerable expansion of the local military base and at the University of Texas campus; however, problems remain. One needs assessment of program stakeholders revealed:

- School Districts, City Government and Community Based Organizations have historically lacked adequate resources and coordination to confront the overwhelming social and learning barriers in their communities.
- Academic interventions are needed. Minority passing rates on standardized tests were 10%-15% lower those of Anglo students. Our targeted campuses are 90% minority with more than 90% economic disadvantage in most districts.
- A vast void in additional enrichment activities with cultural relevancy and lifelong learning with key parental involvement remains a primary concern. This assessment informed programmatic choices and practical design such as transportation and types of service.

Out of this assessment grew the development of strategies to address specific needs identified in our local objectives and strategies elaborated in this proposal. These needs shaped the development of the following emphases.

1. To provide academic opportunities for at-risk youth to prevent dropout. Even though there have been pockets of improvement, according to the Bill and Melinda Gates Foundation research on graduation rates, cumulatively speaking, measuring from kindergarten to twelfth grade, El Paso only graduates 50-60% of students.

2. To increase the cultural, recreational, artistic, health and wellness opportunities for all participants to prevent juvenile **crime**. Despite a strictly enforced anti-gang city ordinance, gang and border violence continue to be an ever-present threat particularly given the threat of transnational gangs along the Texas-Mexico border who actively recruit youth.

3. To increase family participation in life-long learning through educational opportunities and technology training. The Needs Assessment revealed resources currently available for children and families, including the Focus on Children and Families program offering therapy and case management provided by a social work staff. There are also monthly parent support meetings and parenting classes. One of the schools offers ESL and computer literacy for parents. There are some tutoring services that are currently available. The respondents to our survey indicated a strong need for additional tutoring for English Language Limited students and afterschool programs to help with homework and reading, as well as mentoring services. There is a need for learning centers where children can complete homework. For family support, there is a need for more GED, ESL, nutrition classes, computer classes and technical training for parents. The district also needs support classes that help parents address very serious issues such as gang involvement and substance abuse. Parents also need more classes on how to help their children with homework.

BGCEP will address these issues by creating leaning centers where children will receive Sylvan Learning instruction, Power Hour homework assistance throughout the week and reading assistance. The model will utilize mentoring relationships that will reinforce participation and will produce positive academic outcomes. Our communities are highly distressed and resiliency programming will be provided such as SMART Moves. BGCEP Family services will include parent support that addresses issues these communities are facing such as gangs and substance abuse. We will offer ESL, GED and computer and technical skills classes.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Independent evaluation by Private Ventures finds that Boys & Girls Clubs of America youth development strategies demonstrate nationally that 90% of club members graduate from high school. When additional academic assistance is required for those most at risk students, including LEP students, the BGCEP Academic Success ACE Alliance will engage partner Sylvan Learning Center's ACE-IT program services. ACE-IT is not only TEA approved as a supplemental education provider but more importantly has more than 30 years as an evidenced based curriculum.

BGCEP has a history of providing programs developed by Boys & Girls Clubs of America that are evidence-based. These include Project Learn, a program that provides youth with fun, structured activities that reinforce academic material. The program was evaluated by Dr. Steven Schinke D'Elbert and Selma Keenan, Professors at Columbia University School of Social Work. Another evidence based program is Gang Prevention through Targeted Outreach (GPTTO). In GPTTO, Club staff help these at-risk youth make positive decisions that lead them to participating in pro-social activities and away from negative activities such as gang involvement. A GPTTO coordinator reviews the intake of each youth by assessing the needs, strengths and interests of each. Using this information, the coordinator will team them up with a Club staff person who works in an area of the youth's interest. That Club staff person uses that interest to develop a relationship with the mentee that will enable the staff person to offer guidance to the youth. Other programs developed by BGCA contain best practice content.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A variety of resources will be utilized to train and prepare volunteers. The ACE PRIMARY Resource: *Employee Handbook* will be used as a guide and resource for all volunteers and staff. Additionally volunteers and workers are given a standard childcare handbook, CPR and First Aid Training, staff development training and a background check. The Site Coordinators also provide volunteers with a two BGCA courses: 1) Program Basics which provides the BGCA youth development strategies and philosophies and 2) Mentoring 101 to guide program delivery and mentoring. Volunteers are registered from a variety of places including high schools, universities, parent/teacher organizations, senior citizen centers and workforce development board employment programs and will work with students in all aspects of the 21st CCLC curriculum. Ongoing training sessions will be tailored and provided to strengthen volunteer effectiveness.

Retired and Senior Volunteer Program (RSVP) is a local program which recruits and places senior volunteers in community programs. A job description will be submitted to RSVP requesting volunteers with previous experience working with elementary and middle school children. Retired teachers are frequently attracted to our programs and will be encouraged to be part of a "volunteer grandparent" component to supplement this program.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

All partners have agreed to work together to ensure and provide for the continuation of the community learning centers after the grant period has ended. The following is a summary of the plan formed to ensure program continuation:

- Continue to maintain quality learning centers that are safe and successful in meeting the needs of communities.
- Utilize key community and business leaders to provide diverse support for services.
- Leverage volunteer and community resources in creative ways (The Alliance will not diminish, but will actively seek even non-monetary contributions as budget saving mechanisms).
- Keep the community informed on all aspects of the learning centers from beginning to end
- Work with District Superintendent, Sylvan Learning, and the Chief Executive Officer from the Boys & Girls Clubs to coordinate and update general operating budgets to delegate funds to supporting centers.
- Grant coordinators to search for additional local, state federal and foundation funding

The site coordinators will maintain statistics including pre and post tests and success stories to be bound and available for future grant funding determinations. Continuation of the program depends on the success of the centers available for future grant funding determinations. Continuation of the program depends on success of the centers during the grant period. The plan with all evaluation components will assure measurable student gains and enable BGCEP to seek support from other agencies. BGCEP could also charter the sites as official Boys & Girls Clubs sites with BGCA, which would qualify the sites to access other funding streams available to traditional Boys & Girls Clubs charters. Since program continuation is dependent on the success of centers during the grant period, site coordinators will maintain supporting information such as pre and posttest and success stories that will be bound and made available for future grant funding determinations.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the initial planning meetings for the development of this grant, a collaboration of school districts, the Boys & Girls Club and Sylvan Learning Center along with other service providers was developed. BGCEP has an ample base of support and donations, as well as a volunteer base. However, it is still necessary in the BGCEP Academic Success ACE Alliance to seek out additional partners and funding to ensure that services can continue benefiting the academic and developmental growth of youth and break through the barriers the minority gap creates.

- a) Ongoing communication among the stake holders will take place. Surveys will be conducted on a regular basis in order to gain feedback and recommendations from administration, teachers, parents, students, business community, and program partners. In addition all parties can submit feedback in the form of a letter to the coordinator. The Project Manager will be responsible for reporting grant progress regularly as well as any problems that may arise.
- b) As a result of the continued effort of the BGCEP Academic Success ACE Alliance an after-school task force has been developed in order to ensure the success of the CCLC program and provide the services and support students need to maintain academic growth, graduate college, and/ or be workforce ready. The BGCEP Alliance Partnership will develop a **strategic plan** with **community input**. After a year, the Community Task force will review the evaluation data in order to **update goals** and the plan as need be to provide continued community guidance for the project. The community task force secures community buy-in and support by including a diverse range of people with influence and power in the community as well as beneficiaries like students and parents. **The ACE PRIMARY Resource: Needs /Asset Inventories** is used to keep track of the input coming from varied sources in the community and ensure that stake- holder concerns are documented and addressed.
- c) The Project Director will schedule monthly meetings with participants and stakeholders utilizing participant performances and family fun nights as some of the ways to motivate attendance. The Project Director is responsible for creating and distributing memos/ emails to invite all members of the task force to all discussions, as well as creating a sign in sheet to document attendance. It is also the Project Director's responsibility to keep notes of the issues discussed at meetings and to email the record to those who attended and did not attend

BGCEP will create a Community Advisory Council o increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. BGCEP will solicit membership to this council from CEOs of youth-serving agencies, educators, social workers and most important, parents. BGCEP has over 30 MOUs with nonprofits and educational institutions where we can contact interested persons to participate in the Community Advisory Council. BGCEP will recruit parents through collaboration with guidance counselors, teachers and social workers who are in contact with parents active in the school.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The BGCEP Academic Success ACE Alliance has established a coordinated management plan to ensure the goal, objectives, and outcomes are met. This management plan is based on the requirements outlined in the ACE PRIMARY Resource: *Management Tasks*. The BGCEP Chief Executive Officer, Dr. Joseph Villescas, will be responsible for obligating the BGCEP to the proposal requirements, ensuring the grant is in compliance with the Texas Education Agency. He has extensive experience as an educator and nonprofit professional.

Dr. Villescas will hire the Project Director in consultation with the other partners as a full time employee for 40 hours a week. The candidate must be a certified teacher and have youth development experience with a bachelor's degree. The Project Director will manage and coordinate all grant activities by ensuring that all sites are running all appropriate and required activities to meet the goals and objectives. The Project Director also reviews all lesson plans and approves the schedules of activities to make sure they are developed using the ACE Center Service Delivery Plan and provide support to the Campus Improvement Plan for each campus.

The Project Director will conduct weekly or bi-weekly monitoring visits. At the end of each monitoring visit, the Project Director will write a report and schedule a meeting with the Site Coordinators and staff to directly discuss any improvements or changes needed as well as convey information from State and National trainings to all site coordinators. The Project Director is responsible for providing, implementing and organizing trainings in which all staff and volunteers will participate. These trainings can include any and all webinars which are required for all awarded cycles by ACE services for technical assistance.

It is the responsibility of the Project Director to keep open and clear communication with the Site Coordinators to ensure that the organizational chart is up to date and includes all staff within the program including roles, responsibilities and qualifications of participating staff members. The purpose of this chart is to ensure that appropriate supervising adult to student ratio (20:1) is met and it is required during the hiring and releasing stages of employment for all 21st CCLC hires. The Project Director along with the Site Coordinator will be responsible to maintain ongoing communication with all key partners (i.e., Schools, Sylvan, Evaluator, Parents) to facilitate schedules and program implementation according to grant agreements. The Site Coordinator will supervise staff and volunteers to ensure that program components are implemented according to schedule and with high fidelity to program design.

Grant Activities will be managed by Site Coordinators during program hours. They are solely responsible for ensuring that the quality of the program meets the needs of the Campus Assessments as well as the students' needs. Site Coordinators will have weekly meetings with all staff to plan a week in advance for any and all activities. This time will be used to complete lesson plans and plan all activities for all members participating. All staff will be prepared with a daily attendance log for all members to sign and will return the logs to Site Coordinator/Data Specialist to input onto the database system for attendance purposes. Site Coordinator will make rounds to make sure that all staff is running programs geared towards what the lesson plans state. At the end of each day, Site Coordinators will meet with the staff to discuss any issues. Site Coordinator will also encourage staff to apply activities and ideas learned from the MYTEXASACE website to utilize in their classes.

The BGCEP Executive Director will share program updates and evaluation reports with the BGCEP Board of Directors which meets monthly to review the organization's financial statements and provide organizational guidance and oversight.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 32011525600		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: Burleson Elementary School		
9 digit campus ID#	071902107	Distance to Fiscal Agent (Miles)	3.2 miles
Grade Levels to be served (PK-12)	1-5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		120	
Number of Adults (parent/ legal guardians only) to be served:		50	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	N/A		
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: Cooley Elementary School		
9 digit campus ID#	071902111	Distance to Fiscal Agent (Miles)	4.6
Grade Levels to be served (PK-12)	1-5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		120	
Number of Adults (parent/ legal guardians only) to be served:		50	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	N/A		
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: Crosby Elementary School		
9 digit campus ID#	071902113	Distance to Fiscal Agent (Miles)	11.5
Grade Levels to be served (PK-12)	1-5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			120
Number of Adults (parent/ legal guardians only) to be served:			50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	N/A		
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name: Rusk Elementary School		
9 digit campus ID#	071902138	Distance to Fiscal Agent (Miles)	6.6
Grade Levels to be served (PK-12)	1-5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			120
Number of Adults (parent/ legal guardians only) to be served:			50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	N/A		
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5		Center Name: Schuster Elementary School		
9 digit campus ID#	071902140	Distance to Fiscal Agent (Miles)		12
Grade Levels to be served (PK-12)	1-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				120
Number of Adults (parent/ legal guardians only) to be served:				50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6		Center Name: Bassett Middle School		
9 digit campus ID#	071902049	Distance to Fiscal Agent (Miles)		12
Grade Levels to be served (PK-12)	6-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				130
Number of Adults (parent/ legal guardians only) to be served:				50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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County-district number or vendor ID: 32011525600		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 7	Center Name: Henderson Middle School		
9 digit campus ID#	071902041	Distance to Fiscal Agent (Miles)	4.3
Grade Levels to be served (PK-12)	6-8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			130
Number of Adults (parent/ legal guardians only) to be served:			50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	N/A		
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 8	Center Name: Magoffin Middle School		
9 digit campus ID#	071902047	Distance to Fiscal Agent (Miles)	9.4
Grade Levels to be served (PK-12)	6-8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			130
Number of Adults (parent/ legal guardians only) to be served:			50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	N/A		
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Center Number: 9** **Center Name: Morehead Middle School****9 digit campus ID#** 071902046**Distance to Fiscal Agent (Miles)**

7.1

Grade Levels to be served (PK-12) 6-8**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

130

Number of Adults (parent/ legal guardians only) to be served:

50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.**Center Number: 10** **Center Name: Johnson Elementary School****9 digit campus ID#** 071902155**Distance to Fiscal Agent (Miles)**

7.1

Grade Levels to be served (PK-12) 1-5**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

130

Number of Adults (parent/ legal guardians only) to be served:

50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Program Director will work closely with EPISD and local school administrators to plan coordination of the BGCEP ACE program with schoolwide and state compensatory education programs. The Program Director will ensure that each Site Coordinator at each of the school centers will develop program schedules far in advance to accommodate these programs, modifying the schedule of activities as needed. The BGCEP Academic Success ACE Alliance partners have agreed to have the counselors and administrators of the centers recommend the students who need the services the most "at risk" by BGCEP ACE Alliance definitions means students who have not passed one or more core subjects the previous year, such as math or ELA, not met STAAR or other standardized test benchmarks, or had severe enough behavioral or attendance issues such that it interferes with learning. Recruit - Students that meet these criteria will be personally invited to attend BGCEP ACE Alliance services. This means right from the beginning the family engagement specialist and site coordinators will be recruiting from August 1, 2016 forward. These invitations will be by mail, phone calls and personal visits. Surveys and inventories for engagement will begin at the very start of recruitment. Engagement based on shared interest will be the culture of the program at the onset. Another layer of assessment is inherent in the BGCEP ACE Alliance model. Partner Sylvan Learning assesses twice the number of students in the intervention group, resulting in a skills based intervention group and a control group that will receive the Sylvan supplemented Power Hour and the most intensive skills gap remediation services called ACE-IT. The skills groups are: catch up, stay up and get ahead. Sylvan core Reading/English Language Arts (ELA) and Math programs contain essential strands which are parallel to the TEKS as well as to STAAR and STMR and EOC objectives. Aside from aligning to state and local needs, our programs also meet various Nationally accepted standards mentioned in section VI and VII (National Council of Teachers of Mathematics standards and National Reading Panel Recommendations).

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All programs, activities, and schedules implemented at centers are intended to promote the outcomes listed in ACE PRIMARY Resource: *TexasACE Critical Success Factors*. Students will be surveyed to see what interest them for the summer and programming will be planned that meets these needs and desires. An ACE summer student council will be formed that takes an active role with staff in planning summer activities. BGCEP Academic Success ACE Alliance will offer 6 weeks of summer learning camps and will utilize the adjunct sites of clubhouses for a variety of activities.

Staffing for each center will include the Site Coordinator, responsible for oversight of all center programming, supervision of Youth Specialists and volunteers. Each center will also have five Youth Specialists. The Youth Specialists are the front-line staff responsible for mentoring and facilitating programs. There will also be an Academic Tutor at each center who will provide support to Sylvan Instructors and for additional academic programs such as Power Hour homework assistance. There will be two Instructors at each center who will lead the Sylvan classes. The programs will commence after the school day has ended and will follow a 3:30 PM-6:30 PM Monday through Friday schedule, with a total of 15 hours per week. During the summer, programming will be held Monday through Friday 10:00 AM to 1:00 PM, with 15 hours per week. Each center will be open 38 weeks during the 2016-2017 School Year and six weeks or more during the summer session. The total number of hours per center during the school year will be 570 hours, and 90 hours during the summer.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGCEP as fiscal agent of the Academic Success ACE Alliance is committed to the safety of all its participants. All partner agencies will ensure compliance with this policy. Registration procedures and emergency contact information will be collected at all school sites and clubhouses associated with BGCEP Academic Success ACE Program. Every child attending the Boys & Girls Clubs El Paso Academic Success ACE Program must sign-in before entering the program and must be signed-out each evening by their parent/guardian or authorized adult unless the parent/guardian or authorized adult has provided alternative instructions in writing. No exceptions will be made to this policy. **Sign-in:** Upon release from the regular school day, students in the after-school program must proceed to the central sign-in location before entering program areas. Students not complying with this policy will not be asked to sign-in before continuing in the program and their parents will be notified. Continued occurrences may lead to suspension or expulsion from the program. **Sign-out:** Parents/Guardians, or an authorized person, must sign out each student when picking them up at the end of the day. The staff may request photo identification from the person picking up the child. Parents must designate the persons authorized to pick-up the child on the application at the time of registration. If someone other than the parent/guardian is picking-up a child, the parents must give prior notification, specific to that day, even if the person is authorized on the child's After School application. If prior notice is not provided, the child will not be released.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ALIGNMENT TO TEKS We have formed a review group in Texas that was comprised of over 50 Texas based experts. The group performed an alignment review and catalogued each and every Sylvan program Math and Reading/ELA lesson against the TEKS. In addition, for grades 3 through 12 we grouped the lessons by grade level and by state test objective. The purpose of this project was to confirm a high degree of calibration between Sylvan programs and state standards for all grades, and to identify where supplements would be beneficial. The end result is the ability to use student confidential reports and other LEA reports that pinpoint specific State student expectations that are not being met, and deliver a Sylvan lesson that targets that specific child's needs in alignment with the TEKS standard. In addition to having the support of a robust education department with strong content experts, our corporation has engaged Academic Benchmarks, a leading firm that provides academic standards evaluation to top content publishers and learning platforms for K-12 education. They conduct thorough examinations of our education strands, are providing superior alignment tools and services, and deliver custom support for ongoing content alignment as TEA makes TEKS revisions. This firm is responsible to maintaining ongoing alignment of our Sylvan programs to evolving State standards, and that includes the changes from the TAKS to STAAR and End of Course exams. Retain - Keeping students engaged is something BGCEP excels in. Youth vote with their fee which means they attend things that are fun to them. By factoring in fun, by utilizing youth development models that use fun to learn and share a mentoring message of meaning is the "how to" of keeping youth engaged. The Sylvan teachers and tutor's behavior reward token system and the factor in the fun training of BGC mentors, make BGCEP ACE Alliance a formula for engagement and academic success.

EXAMPLE OF SYLVAN ALIGNMENT PROCESS WITH EACH STUDENT - In the initial welcome conference with the family of a 5th grade student, our Sylvan staff reviews academic history extensively. We may determine in this meeting that based on information requested (including but not limited to current and past grades, current STAAR benchmarks), the 5th grade child needs to focus on math, specifically Reporting Category 5, "Probability and Statistics". STAAR information booklets published by TEA serve as a blueprint for assessing and isolating the specific TEKS skill that needs re-teaching. Sylvan internal assessments validate needs by confirming the skills gap, provide necessary guidance on appropriate placement and rigor, as well as serve as a comparative measure of progress (pre-test) for that child. The specific research based Sylvan materials (described in Part VI and VII) that support the corresponding tested area and TEKS that child needs would be prescribed and would serve as the foundation for his/her Student Learning Plan. If a child requires differentiated instruction because of a Special need or deficiencies in language acquisition, our highly qualified Sylvan teacher's instructional strategies would support that need. The continued contact with the family, school teachers and local LEA would ensure that progress is being made in school and alignment is maintained. If appropriate, a conference with the child's school teacher and parents is requested. At the end of the program, our post-assessments and the child's final benchmark and/or STAAR scores will demonstrate improvement.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

El Paso Academic Success ACE Alliance uses the ACE PRIMARY Resource: *ACE Project Management* to detail all programs and activities and ensure that they are adequately addressing the needs specified by the needs assessment. In response to these needs, we have incorporated the following to BGCA evidence based program components to build resiliency in the students we serve.

The BGCEP utilizes the programming of the Boys & Girls Club of America (BGCA). The U.S. Department of Justice, Office of Juvenile Justice Delinquency Prevention lists SMART Moves and SMART Leaders as evidenced based programming for the prevention of at risk behavior that builds resiliency against potentially criminal behavior. SMART leaders is a two year program designed to train students to be leaders within their spheres of influence. Youth today are subjected to a variety of social pressures and resisting them is both crucial and challenging. The program seeks to combat these challenges by helping teenagers 14-16 enhance their personal and social skills in order to resist social pressures and teach others to do the same. The SMART leaders program addresses the need to aid teens in avoiding dangerous behavior by providing education on the risks of alcohol, tobacco and drug use and premature sexual activity, and by engaging them in preventive activities.

Teenagers are not the only ones affected by peer pressure, substance abuse, and premature sexual activity. Younger youth face these challenges as well. SMART moves targets ages 6 -15. The complete program package includes: SMART Moves Series includes, SMART Kids (ages 6-9), Start SMART (ages 10-12) and Stay SMART (ages 13-15). The program aids youth in resisting risking behavior by first teaching students to respect themselves and their bodies and then engaging them in age appropriate activities designed to raise awareness and hone their decision making and critical thinking skills. Both of these programs take preventative action by educating students and equipping them to make healthy, positive choices that lead to a full and successful lifestyle.

Also available when appropriate and equally lauded by the U.S. Department of Justice, OJJDP as an evidenced based approach is the Boys & Girls Club of America's Targeted Outreach for Gang Prevention Model. Public/Private Ventures (P/PV) conducted a two-year evaluation (1998 and 1999) of the GANG PREVENTION/INTERVENTION through TARGETED OUTREACH (GP/ITTO) approaches, which target two groups of particularly hard-to-reach-youth, those at risk for gang involvement and those already involved in gang behaviors and a gang lifestyle. The GP/ITTO approaches, designed to meet youth's needs and interests and involve them in positive alternatives to gang involvement, both employ four components: 1) community mobilization of resources; 2) recruitment of hard-to-reach youth; 3) programming and mainstreaming of youth into Club activities and 4) individualized case management to monitor progress and increase youth's likelihood of success.

No curricula is effective without meaningful relationships with trained mentors. All staff are trained in mentoring standards which involved listening and open ended questions. A groundbreaking case study of Boys & Girls Clubs mentoring called, "Dynamic Duos: Effective Mentoring Program Evaluations" by Laura Reagan-Porras was released online in March/April 2013 at the *Journal of Applied Social Science* website by Sage Journals and will be later released in print. The case study found that youth admired mentors because they did fun activities together, learned a skill, helped to solve problems, protected them and were present in a time of crisis, as defined by the youth. These are exactly the approaches Boys & Girls Club mentors will use in the BGCEP Academic Success ACE Alliance. Understanding how mentoring bonds of significance are formed has been key to the phenomenal success of Texas AIM that will also be successful in El Paso as the model expands to El Paso Independent School District. Ratio of adult to student will be 1:20 at the proposed sites.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A vital part of BGCEP ACE Alliance's 21st CCLC project is to include and engage adult family members, so that the family's passion and enthusiasm for learning and literacy translates to the family's children. BGCEP ACE Alliance's will employ a full-time family services coordinator who has adult learning experience. The Family Engagement Specialists will oversee ten program sites for family members of participating students, with 50 or more family members at each site. A list of community partners will be engaged to assist parents free of charge. (By engaging community partners the grant budget is spared and sustainability after the grant is ensured.) Community partners include but are not limited to:

- Resume and job search assistance
- Labor market sector based job training to include leveraged tuition assistance for qualifying participants to local colleges
- Financial Literacy curricula & services
- Health Literacy and food pantries
- Gang, Bullying & Substance Abuse Prevention Parent Components
- Evidenced based at risk behavior prevention parent components

The **ACE PRIME** resource, *Family Engagement Inventory* will be utilized to monitor our success in engaging families and responding to their needs.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Coordinator will work with the Project Director and Site Coordinators to use a variety of culturally appropriate means to recruit families to participate in the program. Student backpack mail and regularly mailed flyers will be in both languages (English and Spanish). Site coordinators will partner with school administration to identify and enroll at risk students and their families during opening school registration. Using telephone trees, Site coordinators will call identified families, inviting them to participate in services. Calls will be available in both English and Spanish since parents will likely speak English and/or Spanish.

Coordination of services across all centers will include weekly staff meetings with the site coordinators primarily to staff recruitment and attendance issues of family members. The Family Engagement Coordinators will also meet with adult learner service delivery partners. A schedule of presentations and site parent council events will be maintained for all management staff. Semester parent surveys will be conducted to be sure that services are responsive and adaptive to parent needs. The Family Engagement Coordinator will meet monthly with the parent captains of the site based parent advisory councils.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 32011525600

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Emphasis on parent integration is outlined in the Parent involvement section of the ACE PRIMARY Resource, *Texas ACE Parent Handbook*. These services will continue and now integrate family members of student participants in the 21st CCLC sites outlined in this grant proposal. The services below will be offered at each site throughout the year. They include but are not limited to the following:

- 1) Sylvan partner can hold seminars on various topics of interest, "How to Not Have a Surprise Report Card" and "Helping with Homework, the New Math" are just a few offerings.
- 2) Assistance to low income families – school supplies, children's books, clothes, and toys for Christmas.
- 3) Intake, assessment plan, referral to services and ongoing support with employment assistance, ESL Classes, health and mental health services, etc. Coordination with school social workers for families requiring therapy services, especially those exposed to violence and may be experiencing Post Traumatic Stress Disorder (PTSD) of Secondary PTSD, caused by exposure to household members suffering from PTSD
- 4) Computer labs are available to parents during nonprogram hours.
- 5) Family nights to recognize youth accomplishments, provide presentations (for example, financial literacy and gang prevention).
- 6) Joint planning for youth success.
- 7) ESL, GED, and technical skills training for employment eligibility such as computer proficiency skills
- 8) Parent support groups addressing issues such as gangs, substance abuse, coping with violence

The **ACE PRIME** resource, *Family Engagement Inventory* will be utilized to monitor our success in engaging families and responding to their needs.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 32011525600

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 32011525600

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 32011525600

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 32011525600

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 32011525600

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 32011525600

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 32011525600

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 1

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☒ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**Total nonprofit schools participating:
0Total nonprofit students participating:
0Total nonprofit teachers participating:
0No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☒ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☒ How children's needs will be identified☒ What services will be offered☒ How, where, and by whom the services will be provided☒ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☒ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☒ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☒ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☒ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 32011525600

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☒ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☒ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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